

(May to July, 1929,  
September to December, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM III.

PUPILS' NAMES.....

##### Bible Lessons.

The Bible text must be read and narrated.

*Old Testament History*,\* by J. M. Hardwick and the Rev.  
H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp.  
79-213. (Selections from *Numbers*, chapters xxii.-xxiv.,  
*Deuteronomy*, chapters xxxii.-xxxiv.; *Joshua*; *Judges*;  
*Ruth*.)

*The Acts*, chapters 23-28 inclusive. Teacher to read  
illustrative passages from *The Acts of the Apostles*, by  
E. M. Knox (Macmillan, 4/6), pp. 344-389.

*The Saviour of the World*,\* Vol. VI. (P.N.E.U. Office,  
3/-), pp. 125-185, with Bible passages from index.

Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-), pp. 95-122. (c) *Helps to the Study of  
the Bible* (Oxford Press, 3/6). Peloubet's *Bible Dic-  
tionary* (R.T.S., 10/6).

For Sunday Reading (optional) :

(a) *Heroes and Writers of the Book of Common Prayer*,  
by G. M. Forde (S.P.C.K., 3/6). (b) *How to read the  
Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/-),  
Part III., chapter iv. to the end, inclusive. (c)  
*Abraham Lincoln*, by W. M. Thayer (Milford, 3/6).  
Ruskin's *Ethics of the Dust* (Allen & Unwin, 2/6).

† The 114th term of work set since the Parents' Union School began.

**Sunday Occupations:**

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones Praise* (Spottiswoode, 1d. each, 1929). *Hymns: Songs of Praise* (Oxford Press, 2/6 or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

**Writing.**

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Twelfth Night*, and other books set.

**Dictation** (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

**Composition.** (Oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed.

**English Grammar.** (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 119-154, and revise Part I., with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 67-97.

**Literature** (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 557-619. Shakespeare's *Twelfth Night*\* (Blackie, Plaistext, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): contemporary poets: Wordsworth, Coleridge, Scott, Shelley. Longfellow's *Poems*\* (Oxford Press, 3/6); (a) *The Golden Legend*; (b) place poems, Italy, etc. (see index). Scott's *The Antiquary*\* (Nelson, 1/6). Read poems of four poets from *Poems of To-day*, Vol. I. (Sidgwick & Jack-

son, 2/-). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

**English History.**

Arnold-Forster's *A History of England*\* (Cassell, 8/6), chapters 70-73, pp. 684-766 (1793-1858).

Marten and Carter's *Histories, From Then Till Now* (Blackwell, 12/6), (1793-1858), may be used instead.

Begin a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Make summaries of events and dates.

Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct, 6/- a year).

**General History.**<sup>1</sup>

*A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 260-288 (1797-1856).

*Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-110.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 63-94.

**Citizenship.**

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives: Aristeides* (Blackie, 10d.), pp. 9-66.

*Hellas, the Forerunner*,\* Part I., by H. W. Household (Dent, 3/6), chapters 1 and 2, inclusive. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

**Geography.**

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Ambleside Geography Book IV.*\* (Kegan Paul, 4/-), pp. 103-144 (Switzerland and Italy). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 82-129 (The Indus, Turkestan and Tibet). Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 103-147, Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

<sup>1</sup> Overseas members see special leaflet.



*duction to Music*, by H. E. Piggott (Dent, 3/6). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6).

For reference: *The Complete Book of the Great Musicians*, by P. Scholes (Oxford Press, 12/6, or in parts 4/6 each part. Part III. for Tchaikovsky).

#### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 150, 72; choose a hymn. A scene from *Twelfth Night*, or, two poems from *The Golden Treasury*, or from *A Book of Verse*, chosen by H. Newbolt (Bell, 2/-).

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily: Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 149-186. Coleridge's *The Ancient Mariner*\* (Blackie, 3d.). Ruskin's *Ethics of the Dust*\* (Allen & Unwin, 2/6). Dickens' *Old Curiosity Shop*\* (Nelson, 1/6).

#### Singing.

*The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). One or two of Tchaikovsky's songs (see *Our Work*). *On Music Teaching*, by W.H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 40-41 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

#### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Tennis, cricket.

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models),

(Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). *Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). Boys: make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Girls: make a garment: *Weldon's Ideas for Teachers* (Needlework, etc.), (8d.). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1., or some distressed miners' children; an address may be had from Ambleside.

Teachers will find valuable help for the teaching of Drawing and Handicrafts in the following: *Applied Art*, by Pedro J. Lenos (Batsford, 28/-).

N.B. 1.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent*. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band with woven badge (2/6), and Ribbon (2 inches wide 2/2 a yard,  $\frac{1}{2}$  inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 yard,  $\frac{1}{2}$  inch wide, 1/3). Boys' and girls' caps. Badges (silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, from 17/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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#### FORM III.

PUPILS' NAMES.....

##### Bible Lessons.

I. 1. "As I was with Moses, so will I be with thee." Mention two incidents in the life of Joshua showing how God fulfilled His promise; write a full account of one of them.

2. "The children of Israel cried unto the Lord because of the Midianites." How was their prayer answered? Tell the story of Gideon's attack on the Midianites' camp in the valley of Jezreel.

II. 1. "Felix, wishing to shew the Jews a pleasure, left Paul bound." Give an account of the events leading up to St. Paul's imprisonment.

2. Give the substance of St. Paul's defence before King Agrippa.

3. "And they all with one consent began to make excuse." Tell the whole story. On what occasion was the parable told? What warning did our Lord give to His hearers, and what lesson may we learn?

Writing. (Writing should also be considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling should also be considered in each answer).

Winners in Life's Race, page 167, "Neither of . . . pass."

**Composition.**

1. Write, in the metre of one of Longfellow's poems ("The Bridge," for example) upon one of the following,—  
(a), Daedalus, (b), Crystals, (c), The sights and sounds of a long summer evening.
2. Write, briefly, the story of (a), *The Ancient Mariner*, or, (b), *The Golden Legend*.

**English Grammar.**

A 1. Analyse the following, and parse the words in italics,—

"He comes *on chosen evenings*,  
My *blackbird bountiful*, and *sings*  
*Over the gardens of the town*  
*Just at the hour the sun goes down.*"

(Second Year.)

2. Give two examples, in sentences, of each of the following: (a), the Nominative Absolute, (b), the Object in Apposition, (c), the Dative Case.
3. What are the principal uses of (a), the Infinitive Mood, (b), Participles? Give as many different examples in sentences as you can, underlining the examples.

(First Year.)

2. What is the difference between an adverb phrase and an adverb clause? Give three examples of each in sentences.
3. Give examples, in sentences, of the following terms, underlining the examples: (a), connective adverb, (b), a noun clause, (c), indirect speech, (d), an antecedent.

**Literature.**

1. What poems by Wordsworth, or Longfellow, have you read? Give the substance of two short ones, quoting lines that you have enjoyed.
2. Describe a scene from (a), *Twelfth Night*, or, (b), *The Antiquary*, in which (a), "Malvolio," or, (b), "Captain MacIntyre" appears.
3. Write a short account of Sir Walter Scott. Which of his novels have you most enjoyed?

**English History.**

1. What do you know about two of the following,—(a), The Peace of Amiens, (b), The Convention of Cintra, (c), The Continental System, (d), The Chartist?
2. Mention three important reforms that were passed by Parliament in the reign of William IV., and say what you know about two of them. Dates.
3. What different reasons had Turkey, Great Britain, France and Sardinia, for entering upon the Crimean War? Write a short account of the war. Dates.

**General History.**

1. Write a sketch of the career of Napoleon from his coronation to Trafalgar. Dates.
2. What do you know of (a), Harsha and his desire to bring all India "under one umbrella," or, (b), Muhammad, "the praised."
3. What drawings have you put in your Century Book this term in connection with Cro-magnon man? Write what you can about two of them.

**Citizenship**

1. Show, by giving examples if possible from books you have read, that the Desires of (a), approbation, (b), wealth, (c), power, have their uses and their dangers.
2. (a), It is said that once when a just man was commended in the theatre "all the people straight cast their eyes upon Aristeides." Give two instances to explain why the audience thought at once of Aristeides, or, (b), Give an account of the conversation between Aristeides and Themistocles before and after the battle of Salamis.
3. Write a short account of some of the discoveries that have been made at Knossos.

**Geography.**

1. Give a rough sketch map of Italy, putting in the boundaries, physical features and chief towns.. Say what you know about two of the following,—(a), Plain of Lombardy, (b), the Maremma, (c), Venice, (d), Rome.
2. Describe a journey down the Yarkand and Tarim Rivers, saying where these rivers are situated.
3. What becomes of Rain? Explain, with a diagram, the connection between rain and springs.

**Natural History and Botany.**

1. Explain, with a diagram, the construction of a whale, and give a description of (a), the sperm, (b), the whalebone, whale.
2. Describe (with drawings) the arrangement of leaves in the following,—pine, honeysuckle, horsetail, goosegrass, pea.
3. Name the parts of a buttercup flower, and say to what use each is put. Drawings. What have you noticed about the visits of insects to flowers?

**General Science.**

1. Write a short account of what astronomers can tell us about the moon,
2. What have you noticed yourself about the moon?

Diagrams.

or, 1. What do you know of the brain and its work?

2. Write down the proper treatment for each of the following,—a cut finger, a bee sting, a burn, a sprain.

**Picture Study.**

Describe "Jabal," by Giotto.

**French.**

1. Write a short narration in French of an incident you have read this term in (a), *Les Malheurs de Sophie*, or, (b), *Pucinar*.
2. Tell the story, using "la narration indirecte," of *Le Renard et le Cog.* (Chapuzet.)
3. Rewrite, in the Future Tense, p. 188, exercise 4 (Chapuzet),

or, 2. (*L'Enseignement Littéraire du Français.*) Translate into French, p. 45, "Farmers and their families . . . shaking its bells."

3. Use in sentences (a), the three forms of comparison (using different adjectives), (b), the three persons of the Imperative, using different verbs.

**Latin.**

1. Write the Comparative and Superlative of the following: alte, similiter, bene, multum, niger.
2. Write an English word beginning with each of the following prefixes, and give the exact meaning:— pro, con, ex, re, ob.
3. (a), Translate: *A Latin Book for Beginners*. Part II., § 34, lines 17-24 (serpit . . . expeditque). (b) Read again the Latin of (a), then write a narration in Latin.

**German.**

1. Describe, in German, the picture on page 58 (Siepmann).
2. Translate into German sentences 18-19, page 179.
3. Work exercise v., p. 180, first half.

**Italian.**

1. Answer, in Italian, questions E 1-8, page 81.
2. Translate Exercise C 1-6, page 70.

**Arithmetic**

1. Simplify:  $4\frac{3}{8} - 2\frac{6}{7} + 3\frac{1}{4}$ .
2. Divide: .0520556 by .0362.
3. Find the smallest number that will leave a remainder 5 when divided by 7, 9, 13, 18 or 21.

**Geometry.**

1. Prove that if one side of a triangle is greater than another, the greater side has the greater angle opposite it.
2. Bisect a given straight line, giving full proof.
3. In a triangle ABC, AB is greater than AC; the bisectors of the exterior angles at B and C meet at D. Prove that DC is greater than DB.

**Algebra.**

1. Solve the equation:  $4(2x - 7) - 3(x - 4) = 9$ .
2. Make a graph for a man walking at the rate of 4 miles an hour, and from it find where he is after  $2\frac{1}{2}$  hours.
3. By means of a graph solve the equation  $2x + 3 = 11$ .

**Painting.** (All work should be done with brush and in colour.)

1. Illustrate a scene from *Twelfth Night*, and give it a title.
2. Two studies of figures at work out-of-doors.

**Musical Appreciation.**

What compositions by Tchaikovsky have you heard this term? Say what you can about one of them.

**Recitations.**

Father to choose two Bible passages and a poem.

**Reading.**

Father to choose a poem and a leading article from a newspaper.

**Music.**

Report progress.

**Singing.**

Father to choose an English, a French, and a German song, and three exercises.

**Drill.**

Report progress.

**Work.**

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (only) to be posted to the Director, Parents' Union School, Ambleside.